

STANDARDS FOR PROFESSIONAL LEARNING

**State Board of Education Meeting
February 23, 2017**



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Developing An Understanding of Quality Professional Learning

Equity Plan

TLE/ PL Focus

ESSA

Strategic Plan

Teacher Shortage



Equity Plan

Strategy One

Professional Development and Mentoring for Teachers in
High-Poverty/High Minority Schools

Quality Professional Learning

- Extends over long periods of time;
- Engages teachers as active learners;
- Focuses on combining content and pedagogy; and
- Includes opportunities for practice, feedback and reflection rather than one-day workshops.



Teacher Leader Effectiveness and Professional Learning Focus

70 O.S. § 6-101.10 (OSCN 2017)

Every policy of professional development adopted by a school district board of education shall provide for the development of a focused and **individualized program of professional development** for the teacher or administrator that is consistent with the qualitative component of Teacher Leader Effectiveness (TLE).

- Developed by the teacher or administrator in **collaboration** with the evaluator;
- **Tailored to address a specific area** identified through the qualitative component of the TLE;
- Allow the teacher or administrator to actively engage with learning practices that are **evidence-based, researched practices** that are correlated with increased student achievement; and
- Be supported by **resources** easily available and supplied by districts and OSDE.



ESSA

Leverage Title
IIA funds

Title VIII, Section 8002

Professional development means activities that—

(A) provide educators with knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging State academic standards; and

(B) are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.



OSDE Strategic Plan

Objective 2: BUILD EXCEPTIONAL EDUCATORS & SCHOOLS

OSDE will support the recruitment, preparation and retention of highly-qualified teachers and leaders.



Strategy 2.2

Provide professional learning and support to increase instructional capacity for teachers and leaders.



Teacher Shortage

Professional Learning and Retention

Teacher retention is crucial because new teacher turnover is costly and affects student learning. New teachers may leave for a variety of reasons including poor working conditions, a lack of resources or low compensation. However, the biggest reason teachers leave is because they feel unsupported.

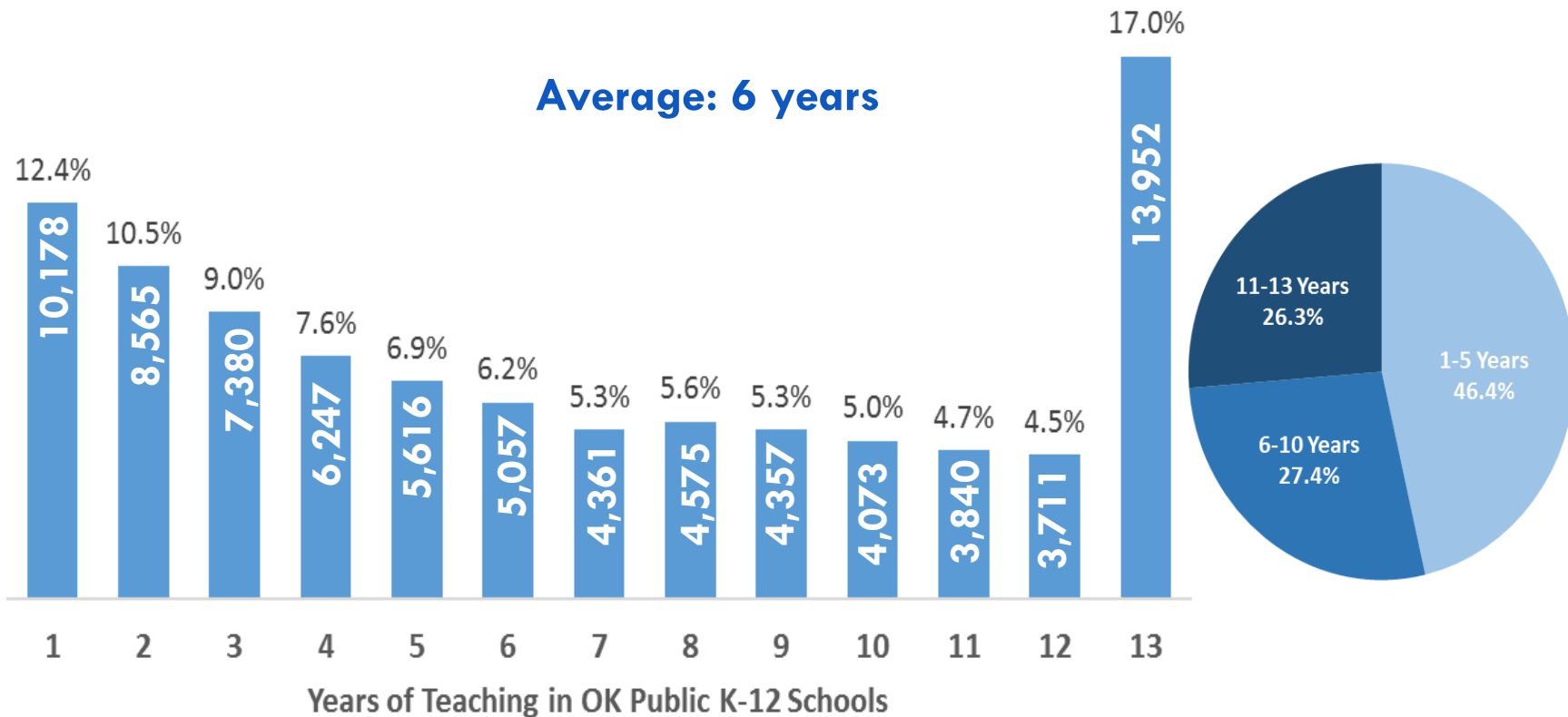
Quality PD allows schools to create an environment of support and growth for new and current teachers so they are better equipped to be successful in the classroom and more likely to have high morale.

Source: *SmartBlog on Education*



Teacher Shortage

How long do teachers stay in the Oklahoma public school system?
13-Year Analysis (2005-2017)



Research on PL Standards

Southern Regional Education Board (SREB) Report May 2016

Professional Learning: Trends in State Efforts

- Establish clear expectations for high-quality professional learning;
- Provide guidance & technical assistance;
- Offer professional learning; and
- Use data & accountability for continuous improvement.



Standards for Professional Learning

The logo for Learning Forward features the word "learningforward" in a lowercase, sans-serif font. "learning" is in blue and "forward" is in green. To the right of the text is a graphic of orange dots arranged in a curved, upward-pointing arc.

learningforward

THE PROFESSIONAL LEARNING ASSOCIATION



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students

occurs within **learning communities** committed to continuous improvement, collective responsibility and goal alignment.



Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students

requires skillful **leaders** who develop capacity, advocate and create support systems for professional learning.



Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students

requires prioritizing, monitoring and coordinating **resources** for educator learning.



Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students

uses a variety of sources and types of student, educator and system **data** to plan, assess and evaluate professional learning.



Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students

integrates theories, research and **models of human learning** to achieve its intended outcomes.



Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students

applies research on change and sustains supports for **implementation** of professional learning for long-term change.



Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students

aligns its **outcomes** with educator performance and student curriculum standards.



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